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ABSTRACT

The Michigan Student Information System (MiSIS) is the student flow component of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive state-wide system for evaluating occupational education. This manual provides comprehensive guidelines for collecting local management information for program and institutional evaluation and improvement using the Michigan Student Information System (MiSIS). The first four sections provide introductory material outlining the objectives, assumptions, and development of MiSIS. Section V examines each of the MiSIS's six subsystems: (1) student's educational intent; (2) withdrawal follow-up; (3) nonreturning student follow-up; (4) graduate follow-up; (5) employer follow-up; and (6) continuing education follow-up. Each subsystem is described in terms of the target population, instrumentation, data collection rationale and procedures, preparation of the data for processing, data processing options, report format and documentation, evaluation of the survey, documentation of the uses of the data, and survey evaluation instruments. Section VI details the relationship between MiSIS and the Vocational Education Data System (VEDS), describing the MiSIS instruments that can be used to comply with VEDS reporting requirements. Section VII underscores the need for a central coordination effort to plan and emphasize certain system activities. Finally, section VIII outlines procedures for releasing and transmitting local data for central processing. Survey questions and MiSIS forms are provided within the appropriate sections. (LL)

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Michigan MiSIS

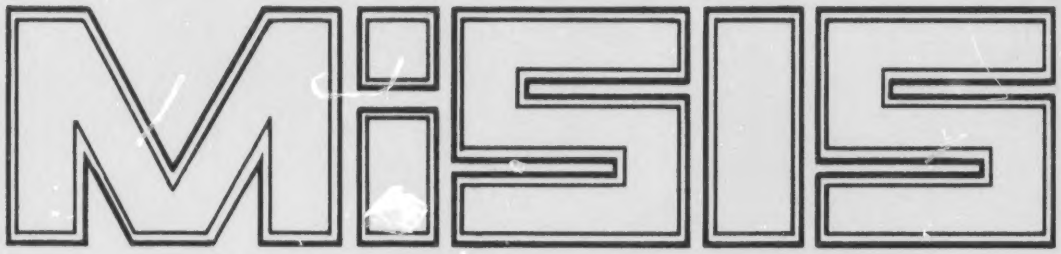
STUDENT INFORMATION SYSTEM

PROCEDURES MANUAL

UC 830 428

Michigan Community College System
State of Michigan

August 1979



PM

PROCEDURES MANUAL

MiSIS is a Part of the
Michigan Community College Occupational
Education Evaluation System
(MCCOEES)

Accompanying Documents Include:

MiSIS Activities Manual
MiSIS Data Processing Manual
Performance Review of Occupational Education (PROE)

Other Components Include:

Financial Analysis and Management Plan

The MiSIS Procedures Manual Was Documented by the
Michigan Community College System

The Development of MiSIS Was Sponsored with Funds from
The Occupational Education Unit,
Higher Education Management Services,
Michigan Department of Education, Lansing, Michigan 48909

August 1979

MiSIS
Michigan Community College System
State of Michigan

MEMORANDUM

August 1979

TO: Michigan Community College Personnel
Michigan Department of Education Personnel
Other Interested Individuals

FROM: Student Flow Subcommittee - MCCOEES

SUBJECT: MiSIS 1979 (Procedures Manual)

MiSIS is an information system developed by the Michigan Community College System specifically for use by the Michigan community colleges. The general documentation philosophy presents MiSIS at three different levels. The first level (the brochure) gives a general overview of MiSIS with appropriate information included for the college administrator to make decisions regarding the depth of system involvement desired. The second level (the Activities Manual) presents the actual questionnaires utilized by MiSIS (and rationale for development) for college level staff personnel to make decisions regarding the usefulness of the questionnaires to a particular institutional environment. The third level (the Procedures Manual and Data Processing Manual) presents MiSIS in a more comprehensive manner and can be used as a guide to actually performing the different types of studies included.

MiSIS has the single overall objective of collecting and compiling quality data for general program enhancement at the comprehensive community college. This includes data on both university transfer/academic, vocational/technical, and other offerings of the college. To meet this major objective, the development of MiSIS is based on this following assumptions:

1. MiSIS is primarily a system for collection of local management information for program and institutional evaluation and improvement, not a reporting system.

2. The Michigan community colleges will have MiSIS available for implementation during the 1979-1980 school year.

3. Participation in MiSIS is totally voluntary.

4. MiSIS is a part of the overall Michigan Community College Occupational Evaluation System (MCCOEES).

5. MiSIS provides data elements for other state and federal student profile reporting. Currently, the system design is in alignment with the requirements of the Vocational Education Data System (VEDS) to a substantial degree. Also, part of the MiSIS can be used in relation to such reporting as HEGIS, veterans follow-up, and other student informational items.

6. The MiSIS data processing component will be fully documented and made available to the colleges to initiate on their own campuses.

7. Current financial commitments to MiSIS reflect that a service center offering data processing services to any/all Michigan community colleges will be available (on a formal implementation schedule) to support the system on a statewide basis.

8. The decision to release and/or disseminate MiSIS data will be made at the local level and will be based on a formally documented data release policy.

9. A statewide MiSIS Users Committee will operate as the policy-making entity for the operation of MiSIS.

10. The current student flow subcommittee (or other representative committee) will continue to monitor the technical aspects of MiSIS during the 1979-1980 school year.

11. The full potential of MiSIS will be realized over a period of years with appropriate time allowed for implementation.

12. The utilization of MiSIS will become more refined as experience is gained in operation.

Of course, it is understood that the collection of the various types of student and employer information is an endless task. MiSIS has the potential of being expanded and/or

altered as required by the Michigan community college system. MiSIS will not provide all of the information to satisfy everyone. However, MiSIS is a fairly comprehensive "beginning" from which future local student information systems can benefit.

Because of the above, MiSIS is continually searching for ways to improve. New ideas, notation of problem areas, suggestions for additions and/or improvement, etc., are welcomed from the users of MiSIS.

PREFACE

MiSIS was developed in response to a need for the systematic collection of educational information in Michigan community colleges. MiSIS also provides much of the base quantitative information for formulations of perceptions measured by PROE (Program Review in Occupational Education). MiSIS has been developed as a result of a one-year concentrated effort by several individuals and conforms to the student flow component of the Michigan Community College Occupational Education Evaluation System. Other components are Program Evaluation, Financial Analysis, and Management Plan.

An overall Steering Committee of state and local personnel monitored the development of the effort. Four study groups were appointed to develop each component. The Financial Analysis and Management Plan continue to be refined on an ongoing basis.

MiSIS is primarily a system for collection of local management information for program and institutional evaluation and improvement. Many of the MiSIS characteristics are not in alignment with a reporting system. MiSIS is a product of the Student Flow Subcommittee of the MCCOEES Steering Committee.

ACKNOWLEDGEMENTS

The valuable contribution of many individuals has enabled MiSIS to be developed. Sincere gratitude should be offered to those individuals who have made the MiSIS documentation available to college and state personnel. As stated previously, MiSIS was developed under the auspices of the MCCOEES Student Flow Subcommittee. Members of this Subcommittee are listed below:

Name	Affiliation
Bruce Blanding	Michigan Department of Education
Sally Goodwin	Henry Ford Community College
Toni Hall	Tex-SIS Follow-up Support Services
Nancy Jobe	Michigan Department of Education
Charles Kiefer	Michigan Department of Education
Mark Marciniak	Delta College
Frank Marczak	Muskegan Community College
Sam Mazman	West Shore Community College
Arnold Metz	St. Clair County Community College
Arthur Oettmeier	Delta College
Glen Packwood	Delta College
Jim F. Reed	Texas Educational Information Consortium, Inc.
Daniel Sauter	Southeastern Michigan League of Community Colleges
William Yankee	Northwestern Michigan College

Special appreciation goes to Jack Shanahan and the Occupational Education Unit of the Michigan Department of Education for flowing the funds to obtain input and write the MiSIS documents.

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Each of the above subsystems is treated in relation to specified activities by:

1. Population
2. Instrumentation
3. Collection Rationale
4. Data Collection Procedures
5. Preparing the Data for Processing
6. Processing Options
7. Report Format and Documentation
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SUBSYSTEM I
STUDENT'S EDUCATIONAL INTENT

Population: May include new, re-entry and returning students enrolled in one or more college credit courses.
Instrumentation (SEI) Student's Educational Intent (MO1-1-B) Salmon Card (Card 1 and Card 2)

The primary purpose of the SEI card is to develop the type of student data which will reflect student goals and student's decisions regarding the pursuance of formal programs or individual courses. The SEI card also collects certain types of student demographic data (age, sex, ethnic group, etc.) for production of student profiles of those enrolled. Major field of study and level of completion status in addition to special assistance items and future enrollment plans (which could have implications for making enrollment predictions) are additional data items.

The SEI card can be utilized to collect and update data for fulfilling (to a substantial degree) the requirements of enrollment reporting for the Vocational Education Data System (VEDS). The narrative definitions of this enrollment population as documented by the National Center for Educational Statistics (NCES) is shown below:

> . . . Enrollment will be counted when a . . . student enrolls in a vocational education program at which time a VOCATIONAL OBJECTIVE can be stated or implied . . . . A Vocational Objective is the intended occupational outcome of training and other preparation as stated by the student or implied by the objectives of the instructional program.

Data Collection Procedures

The SEI card (being of small size) is designed for being interfaced with many institutions' registration systems. With flexible registration processes (i.e., telephone, mail, etc.), obtaining a substantial response rate may be difficult, although (if the SEI card is to be used for enrollment reporting) it is advantageous to the college to obtain as high a response rate as possible. Implementing the SEI

survey in-class is, at times, also difficult but is acceptable if other means are not possible.

If the college desires to utilize the SEI card for vocational enrollment reporting, those cards which indicated a "vocational objective" in an occupational program would need to be processed according to sex, ethnic group, level of competition, and other categories. Of course, the cards would also have to be unduplicated from one semester to the next in order to produce enrollment data.

The VEDS documentation of the requirements of the enrollment and termination report should be studied carefully prior to the designing of the record files and data collection system for reporting purposes.

Preparing the Data for Processing

Careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e., yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc., will normally be encountered. If address labels (for follow-up purposes) are expected to be generated from information on the SEI card, the "address section" should be proofed carefully with a new card being created if interpretation of the information will cause problems when the data is keyed.

The "coding" of the SEI questionnaire primarily concerns the completion of the appropriate boxes in the lower portion of the questionnaire. The student's Major Field Code (if applicable) can be entered in the major code blocks.

The Term Code should indicate the month and year of the peiod for which the student is enrolled. The month designation (first two boxes) should be entered as appropriate (01-12) with the year designation (last two boxes) entered as 79, 80, etc.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes utilized and their meaning. The Special Code box can also be used to designate "mainstream" or "separate" offerings for handicapped enrollments. If this use is appropriate a Y should be entered for mainstream enrollments and a Z for separate enrollments.

Processing Options

The **computer** program which processes the SEI card causes the following categories of data to be output:

*Individual university transfer/academic or vocational/technical program areas. Students specifying "undecided" majors are also included.

*Composites by type of major (i.e., occupational/technical, university transfer, other)

*Composite of all data

*Composites of each of the sex categories

*Composites of each of the ethnic group categories

*Composites by age grouping

Composites for "Unspecified" data fields in each of the above are produced at the end of each category. Also, sex, ethnic group and age information is produced in each category.

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analysis. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

Also, mailing labels and identification of students which should be followed-up for VEDS follow-up reporting purposes can be produced. For detailed technical information concerning the operation of the MiSIS computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting information is one of the most important segments of conducting student surveys. Many significant studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the student information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaires) has been repeated over a number of terms or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that survey process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found a suggested design for securing an evaluation of the SEI data. This evaluation form can be sent (along with the survey report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual uses of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the Activities Manual.

MiSIS
Michigan Student Information System

EVALUATION OF STUDENT'S EDUCATIONAL INTENT SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 9 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Sex data

☐ Ethnic data

☐ Age data

☐ Attendance objective

☐ Selected course(s) pursuance or formal program pursuance

☐ Major field of study

☐ Degree of program completion status (if applicable)

☐ Future enrollment plans

☐ Special assistance items

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

SUBSYSTEM II
WITHDRAWAL FOLLOW-UP

Population: May include those students who formally withdraw or "walk-off" from one or more credit courses in which they initially enrolled.
Instrumentation: (COS/W) Course Withdrawal (MO2-1-A) White Card (COL/W) College Withdrawal (MO2-2-A) Blue Card (WO) Walk-off (MO2-3-A) Gray Card

The primary purpose of collecting student withdrawal information is to develop data relative to "reason(s) for the student's withdrawal status." By collecting this type of information, a college may be able to realize certain program scheduling, and/or student service areas which can be emphasized to combat what withdrawal rate may be evident. Of course, the withdrawal cards also collect student employment status information (which could have implications for counseling and scheduling courses), relative need and/or use of college service areas, opinion information and comments, and the student's "re-enrollment" plans. Of course, this type of data is particularly interesting when compiled by individual course, department, division, and/or major field of study.

Data Collection Procedures

The card forms (being of small size) can be interfaced with many colleges' normal procedures a student must follow to withdraw from college or individual courses. While the course and college withdrawal forms can be implemented at the registrar's and/or counseling office, the walk-off form requires a mail-out. Most institutions previously implementing the course and/or college withdrawal forms did not experience difficulty in beginning the process of collecting the data. However, in many cases, the procedures were not sustained, thereby resulting in the collection of information from a fairly low percentage of student withdrawals. The sustainment of the procedure for collecting information from as many withdrawal students as possible is important to the success of the survey. Of course, the point of college withdrawal facilitates the operation of an exit interview process if a college so desires.

Course Withdrawal - The course withdrawal questionnaire (white) has been specifically designed to gather information from students who withdraw from one or more courses during the semester without totally withdrawing from college. Although the primary purpose of the survey is to gain knowledge relative to "reasons for course withdrawal," additional questions concerning suggestions for better fulfilling educational needs and counselor assistance needs are added.

Collection of information while the student is withdrawing from individual courses is perhaps one of the easier surveys to conduct by virtue of its relative inexpensiveness, availability of a central collection point, and non-mail survey status although the information gathered has the potential of being "sensitive" in nature. It seems that the most feasible location for the survey is the registrar's office although some institutions may differ in the administrative manner in which the "course withdrawal" is processed. Although, in many cases, the survey lengthens the amount of student time required to withdraw from a course, relatively little resistance by students or administrative staff personnel has been noted. With the addition of the student's name, identification number, and course withdrawal date, information gathered by the course withdrawal card may be interfaced by the local institution with race, sex, age, and other student information which may be collected.

College Withdrawal - The college withdrawal questionnaire (blue) has been specifically designed to gather information from students who withdraw from college. Although the primary purpose of the survey is to gain knowledge relative to "reasons for college withdrawal," additional questions concerning use of college services, plans for future enrollment, employment status, and opinion of educational experiences are added.

Collection of information while the student is withdrawing from college is one of the easier surveys to conduct because of its relative inexpensiveness, availability of a central collection point, and non-mail survey status. Many institutions who require the student who is withdrawing from college to be processed through the counseling office have found this environment conducive to collection of valid information, although many institutions center their college withdrawal process in the registrar's office. Either collection point seems to be satisfactory for the student's completion of the survey form although the counseling office environment seems preferable. With the addition of the student's name, identification number, and college withdrawal data, information gathered by the college withdrawal card may be interfaced by the local institution with race, sex, age and other student information which may be collected.

Walk-off - The walk-off survey instrument has been specifically designed to gather status and opinion information from students who stop attending class without completing the necessary forms (if applicable) to be formally withdrawn from the class. Procedures for identification of this "walk-off" student vary from institution to institution, but usually depend upon the appropriate notification and/or form completion by the instructor. Institutions presently having established procedures to adminstratively withdraw "walk-off" students may be able to obtain appropriate names and addresses for this target population during the withdrawal process.

The basic walk-off instrument (with the course entered on the front of the form) has been specifically designed to be mailed during the semester, immediately upon identification of the student as a potential "walk-off." Better response rate will be obtained if the follow-up instrument is mailed as soon as possible after a "walk-off" condition is suspected.

From a cost-effective standpoint, the higher rate of returns is obtained with an initial first-class mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument. To simplify logistics, names and addresses of students requiring reminder letters could be collected throughout the semester, with "reminder" mail-outs being sent out at specified intervals. This process elimirates the necessity of scheduling "reminders" on a student-by-student basis.

The instrument has been structured to facilitate a "stick-on" mailing label which can be used as the actual postage address, and will show through a regular window envelope. When combined with a cover letter and return envelope, the instrument will remain in place in a regular business envelope. Three mailing labels will be required for some students who do not respond after the initial mail-out and post-card reminder. A complete list of population names and addresses for recording returns will also be needed. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label.

Preparing the Data for Processing

Regardless of the method of processing (manual or machine), careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions which should not have multiple responses (i.e., yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc., will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

Course Withdrawal - The primary problem with preparing the course withdrawal instrument for processing is the proper designation of the course being "dropped." For this reason, careful attention should be given to the manner in which the course is designated. If the student's course designation differs from the manner in which the college designates the course, (i.e., CHEM vs CHM, with both indicating a chemistry course) the proper identification should be entered to the right of student's course designation in the space titled "For College Use Only." Also, the data may be processed by Group Code if the appropriate block (OT for occupational/technical courses, UT for university transfer courses, OTH for other type courses) is completed.

The Special Code designation may be utilized in a manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, etc. The code in this box (which cannot exceed one digit) can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning.

The Term Code can be utilized to designate (for data analyses) the period for which the student is enrolled. The month designation (first two boxes) should be entered if necessary (01-12) with the year designation (last two boxes) entered as 79, 80, etc.

College Withdrawal - The college withdrawal survey, from an implementation and processing standpoint, seems to be the easiest of the three questionnaires in this subsystem to implement. The specification and coding of the major field of study has posed some problems, but not to the extent that the study was significantly affected. After an interpretation of the student's major has been made, the appropriate major code should be entered by the college at the bottom of the card in the space titled For College Use Only. The Group Code designation, Term designation and Special Code designation may be utilized in the same manner as discussed in the course withdrawal section. However, in this case, the Group Code designation will be referring to the major field of study instead of an individual course.

Walk-off - Since the walk-off survey requires a mail-out, a low amount of control is exercised over the completion of the questionnaire. Low response rates, in comparison with other types of surveys, can be expected which, of course, makes the data less reliable. However, this is an important population which may be significantly different from other populations surveyed by MiSIS. Of course, the course from which the student has "walked-off" should be entered on the front of the card prior to the mail-out. After the questionnaire is returned, the appropriate information can be entered in the space titled For College Use Only using the proper abbreviations and numbers for the department, course, and section designation. The Group Code, Term and Special Code can be used in the same manner as discussed in the course withdrawal section of this subsystem.

Processing Options

The computer programs which process the questionnaires in this subsystem cause the following categories of data to be output:

*Individual university transfer/academic or vocational/technical courses or program areas

*Composites by type of course or major (occupational/technical, university transfer, other)

*Composite of all data

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analyses. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

For detailed technical information concerning the operation of the MiSIS computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of terms of years. Utilizing the comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that follow-up process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, structuring of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the withdrawal data. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual uses of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and its resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the MiSIS Activities Manual.

MiSIS
Michigan Student Information System

EVALUATION OF COURSE WITHDRAWAL SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 5 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Date of course withdrawal

☐ Course identification

☐ Reason(s) for dropping the course

☐ Whether counselor assistance would be beneficial

☐ Suggestions for better serving educational needs

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF COLLEGE WITHDRAWAL SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 7 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Date of college withdrawal

☐ Major field of study

☐ Reason(s) for college withdrawal

☐ Plans for enrollment in the future

☐ Current employment status

☐ Use of what college services

☐ Opinion of educational experience

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF WALK-OFF SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your evaluation of the study and resulting data.

---

1. Please rank the following **types** of survey information according to their **relative** usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 8 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

☐ Course identification
☐ Plans for returning to class
☐ Reason(s) for walk-off status
☐ Present college enrollment status
☐ Use of what college services
☐ Plans for enrollment in future
☐ Current employment status
☐ Opinion of educational experience

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1	2	3	4	5	6	7	Very Good
	☐	☐	☐	☐	☐	☐	☐	

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

SUBSYSTEM III
NONRETURNING STUDENT FOLLOW-UP

Population: May include students with both university transfer/academic and vocational/technical intentions who, having completed a previous enrollment period, do not return for a subsequent enrollment period.
Instrumentation: (NRS) Nonreturning Student (M03-1-B) Pink Sheet (OCC/TECH) Occupational/Technical Nonreturning Student (M03-2-B) Blue Sheet

The primary purpose of collecting nonreturning student data is to provide information from a cross-section of the college's population. The nonreturning student is perhaps the most heterogeneous population dealt with by MiSIS. Because of this, the college may expect to identify certain groupings of students such as individuals who have found employment related to the courses completed at the college without graduating, individuals who transferred to another college, drop-outs, stop-outs, students who completed the short-term goals, leavers and other groupings which may be beneficial to future planning. Of course, much of the information is related to the student's opinion of whether the college fulfilled his or her own individual needs.

The two questionnaires can also be utilized to follow-up students who are defined by the Vocational Education Data System (VEDS) as "leavers." The glossary definition of this population as documented by the National Center for Educational Statistics (NCES) is shown below:

> Program Leaver refers to anyone who has been enrolled in and attended a vocational education program and has left the program or institution without completing the program. This includes persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level occupational preparation to work in their fields of training, and who have taken jobs related to their training. The leaver status of a student must be documented during the reporting year.

The specific sections which treat the above populations are shown in the MiSIS Activities Manual. As will be noted, these sections are also identified on the questionnaires by the use of "block-type" designations for the question number and/or response item. Please refer to the VEDS section of this Manual for additional information.

Of course, as stated previously, the OCC/TECH questionnaire is designed for occupational/technical students, while the NRS questionnaire is designed for both occupational/technical and university transfer/academic populations. As can be noted, the questionnaires collect both data for local utilization and VEDS reporting purposes.

Data Collection Procedures

The two questionnaires are designed to facilitate a mailout survey after the college has identified the appropriate population it wishes to survey. Although several different populations are possible, there are two which normally receive most of the concern. One population consists of those students who exhibit the VEDS characteristics stated previously. This data is normally requested by the State agency as an unduplicated population who were enrolled during a specified federal fiscal year and do not return for enrollment the following federal fiscal year. The second population consists of those students who enroll for a specified semester and do not return for the following semester. As can be seen, this provides the potential for feedback from a cross-section of students in a fairly expedient manner.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a postcard reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument. Also, because of the potentially large population size, a college may desire to use "sampling" procedures, thereby reducing the size of the mail-outs. The VEDS also allows for a sampling procedure if approved. Techniques for measuring non-response bias can also be integrated into the nonreturning student subsystem.

The two nonreturning student questionnaires have been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the student to enter the information. Three mailing labels will be required for some students who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. Also, for proper identification number purposes it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. When folding the questionnaire, be sure that it is folded in a manner

which will allow it to be returned easily in the smaller postage-paid, return envelope. Some problems with non-returning student response rates may be noted. Statewide average response rates of 35% on nonreturning student surveys are not uncommon although response rates in excess of 50% can be obtained with repeated mailings and other efforts.

Preparing the Data for Processing

Regardless of the method of processing (manual or machine), consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e. yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner of the front of the questionnaires. An explanation of the coding of the boxes in this "For College Use Only" section appear below.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the last month and year of the last term attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 79, 80, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors and VC for any specialized vocational codes on which the college wishes an analysis).

The Major Code provides space for entering of the student's major field (or program of study). After information about the student's "major" is obtained, the appropriate major field code should be entered in the code blocks. By combining the appropriate code numbers with the exact nomenclature of the program areas, the data will appear in a much more usable format.

A Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers,

special student groupings, apprenticeship offerings, etc. The code in this box can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning. If the special code box is used for apprenticeship offerings, an X should be entered.

The Completion Code block may be utilized for the analyses of certain degree offerings (or portions of degree offerings). This information can be combined with the student's major field code if the college so desires. If this combination is desired, the college should provide the central processor with a listing of the appropriate completion codes with their respective major codes. The appropriate alphabetical character according to the below table should be provided on each program area and entered in the completion code box.

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering
G - Associate in Engineering Science
H - Associate in General Education
I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate (One Year)
N - Associate in Fine Arts
O - Certificate (Two Year)
P - Certificate (Less Than One Year)
R - 50% or less Leaver Status
S - More than 50% Leaver Status
T - General Academic (Cumulative Credit Hours)
U - Occupational/Technical (Prescribed Courses)
V - Special (To be defined by institution)
Blank - Unknown Leaver/Completion Status

The Course Type Code provides for the designation of a cooperative (COOP) or noncooperative (NON-COOP) student follow-up or program follow-up category.

The Target Population Code provides for the designation of a regular (REG), disadvantaged (DAVT), handicapped (HNCP), or limited English proficiency (LEP) student follow-up or program follow-up categories.

The Level Code provides for the designation of Postsecondary, Adult long term (LT), Adult short term (ST), and other (OTH) levels as required by the college for analysis purposes.

An explanation of the coding performed in the vertical columns within the body of the questionnaire follows:

The TC Coding Boxes (Transfer College Code) allows for the coding of the name of the college (by FICE code) to which the student transferred. The coding characters should be entered sequentially with the first character in the uppermost box.

The TMC Coding Boxes (Transfer Major Code) allows for the coding of the student's major at the transfer college. Eight characters are allowed for entering of HEGIS, USOE, or other coding structures. The coding characters should be entered sequentially with the first character in the uppermost box.

The SIC Coding Boxes (Standard Industrial Classification Code) allows for the coding of the employed student's company or firm's industrial classification.

The employer's Zip Code is machine entered for potential geographic/occupational mobility studies.

The EJT Coding Boxes (Employees Job Title Code) allows for the coding of the student's job title according to the OES (Occupational Employment Statistics), SOC (Standard Occupational Classification), DOC (Dictionary of Occupational Classification), DOT (Dictionary of Occupational Titles), U.S. Bureau of Census or other job title structure. The coding characters should be entered sequentially with the first character in the uppermost box.

The SI Coding Boxes (Salary Information) and HR Coding Boxes (Hours Employed) allow for the coding of salary and hours employed information if an interpretation of the student's response is needed.

The SJT Coding Boxes (Supervisor's Job Title Code) allows for the coding of the supervisor's job title according to the OES, SOC, DOT, U.S. Bureau of Census or other coding structure. The coding characters should be entered sequentially with the first character in the uppermost box.

Processing Options

The computer programs which process these questionnaires causes the following categories of data to be output:

*Individual university transfer/academic or vocational/ technical program areas (i.e. output for program areas by degree, or portions of degree, is optional). Students specifying "undecided" majors are also included.

*Composites by Group Code (i.e., occupational/technical, university transfer, other, and special vocational code)

*Composites by degree or portions of degree, by category of completion code

*Composite of all data

*Composites of each of the sex categories

*Composites of each of the ethnic group categories

*Composites of each of the age categories

Composites for "Unspecified" data fields in each of the above are produced at the end of each category. Also, sex, ethnic group, and age information is produced for each category.

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analysis. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

For detailed technical information concerning the operation of the MiSIS Computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of terms or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that follow-up process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the nonreturning student surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual uses of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and its resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the MiSIS Activities Manual. MiSIS, of course, can be used for fulfilling reporting requirements of the Vocational Education Data System (VEDS). A discussion of the technical procedures related to the use of MiSIS for VEDS reporting is contained in the VEDS section of this manual.

MiSIS
Michigan Student Information System

EVALUATION OF NONRETURNING STUDENT SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Please rank the 10 most useful information items (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Age data
- ☐ Primary educational goal
- ☐ Degree of goal completion
- ☐ Drop-out/stop-out status
- ☐ Reason(s) for nonreturning status
- ☐ Opinion of educational experience
- ☐ Opinion of courses completed
- ☐ Opinion of student services utilized
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Relation of employment to courses completed
- ☐ Salary information
- ☐ Usefulness of courses to job performance
- ☐ Job title
- ☐ Prior employment information
- ☐ Hours per week employment
- ☐ Name of transfer college and status
- ☐ Address of firm by which employed
- ☐ Transfer problem areas
- ☐ Name of supervisor
- ☐ Transfer credit hours accepted
- ☐ History of college hours completed
- ☐ Relation of courses to career plans
- ☐ Future course interests
- ☐ Suggestions/comments

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF OCCUPATIONAL/TECHNICAL NRS SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. **Rank** the 10 most useful informational items (1st, **2nd**, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Age data
- ☐ Primary educational goal
- ☐ Degree of goal completion
- ☐ Drop-out/stop-out status
- ☐ Reason(s) for nonreturning status
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Salary information
- ☐ Relation of employment to courses completed
- ☐ Job title
- ☐ Usefulness of courses to job performance
- ☐ Hours per week employment
- ☐ Prior employment information
- ☐ Address of firm by which employed
- ☐ Name of supervisor
- ☐ History of college hours completed
- ☐ Relation of courses to career plans
- ☐ Future course interests
- ☐ Suggestions/comments

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

SUBSYSTEM IV
GRADUATE FOLLOW-UP

Population: May include those students who complete degree or certificate/diploma programs (both university transfer/academic and occupational/technical) documented in the college catalog.
Questionnaires: (GRAD-1) 1st Year Graduate (M04-1-B) Green Sheet (GRAD-3) 3rd Year Graduate (M04-3-A) Gray Sheet (GRAD-5) 5th Year Graduate (M04-5-A) Gold Sheet

Although MiSIS follows up a variety of different populations, it is recognized that the group of students most commonly followed up is program graduates. Because of this fact and the realization that, because of the length of time a program graduate has enrolled in an individual college, he or she is probably better oriented toward having an educated opinion of the college's operation. By following MiSIS's suggestion of following up graduates after the first, third and fifth year, an institution can gain an insight into the student's status (employment, continuing education, job satisfaction, obtaining another degree, etc.) after an enrollment period at the college.

The first-year graduate form (green) can be utilized to follow up students who are defined by the Vocational Education Data System (VEDS) as "completers." The narrative text definition of this population as documented by the National Center for Educational Statistics (NCES) is shown below:

> A Completer is any student who finished a planned sequence of courses, services, or activities designed to meet a vocational occupational objective that teaches entry-level job skills. This person must meet all the requirements of the institution for program completion whether or not he or she graduates from the institution.

The specific sections which treat the above populations are shown in the MiSIS Activities Manual. As will be noted, these sections are also identified on the questionnaires by the use of "block-type" designations for the

question number and/or response item. Of course, as stated previously, the questionnaires in this subsystem are designed for both occupational/technical and university transfer/ academic populations. As can be noted, the questionnaires collect both data for local utilization and VEDS reporting purposes.

Data Collection Procedures

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a postcard reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed envelope should always accompany the instrument.

The updating of addresses for third and fifth year follow-up studies is a troublesome task. Although it is recommended that considerable effort should be put forth to obtain correct addresses, you should expect to receive a large number of returned "undeliverables." This impacts response rates significantly and lends credence to the necessity of assuring that students who do receive the questionnaire be given every opportunity to respond. For this reason, it is advisable to make a fourth mailing on third and fifth year follow-up studies with phone interviews if time permits. Techniques for measuring non-response bias can also be integrated into the graduate subsystem.

The VEDS allows for a state sampling-procedures or completers if approved. This sampling possibility allows for the dividing of the state into a maximum of five groups with follow-up being conducted on a rotation basis (i.e., see VEDS materials for further explanation). If such a sampling plan were approved, VEDS data on completers would be required from institutions only on a periodic basis.

The three graduate questionnaires have been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the student to enter the information. Three mailing labels will be required for some students who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label. When folding the questionnaire, be sure that it is folded in a manner which will allow it to be returned easily in the smaller postage-paid, return envelope. The follow-up of first year graduates usually

yields fairly good response rates. Response rates of approximately 60% are not uncommon, although response rates in excess of 75% can be obtained with repeated mailings and other efforts. Response rates approaching 50% for third and fifth year graduate follow-up studies are somewhat difficult to achieve.

Preparing the Data for Processing

Regardless of the method of processing (manual or machine), careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e., yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the graduate questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner on the front of the questionnaires. An explanation of the coding of the boxes in this "For College Use Only" section appear below.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the last month and year of the last term attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 79, 80, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors, and VC for any specialized vocational codes on which the college wishes an analysis).

The Major Code provides space for entering of the student's major field (or program of study). After information about the student's "major" is obtained, the appropriate major field code should be entered in the code blocks. By combining the appropriate code numbers with the exact nomenclature of the program areas, the data will appear in a much more usable format.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, apprenticeship offerings, etc. The code in this box can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meanings. If the special code box is used for apprenticeship offerings, an X should be entered.

The Completion Code block may be utilized for the analysis of certain degree offerings (or portions of degree offerings). This information can be combined with the student's major field code if the college so desires. If this combination is desired, the college should provide the central processor with a listing of the appropriate completion codes with their respective major codes. The appropriate alphabetical character according to the below table should be provided on each program area and entered in the completion code box.

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering
G - Associate in Engineering Science
H - Associate in General Education
I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate (One Year)
N - Associate in Fine Arts
O - Certificate (Two Year)
P - Certificate (Less Than One Year)
R - 50% or Less Leaver Status
S - More than 50% Leaver Status
T - General Academic (Cumulative Credit Hours)
U - Occupational/Technical (Prescribed Courses)
V - Special (To be defined by institution)
Blank - Unknown Leaver/Completion Status

The Course Type Code provides for the designation of a cooperative (COOP) or noncooperative (NON-COOP) student follow-up or program follow-up category.

The Target Population Code provides for the designation of regular (REG), disadvantaged (DAVT), handicapped (HNCP), or limited English proficiency (LEP) student follow-up or program follow-up categories.

The Level Code provides for the designation of Post-secondary, Adult long term (LT), Adult short term (ST), or other (OTH) levels as required by the college for analysis purposes.

An explanation of the coding performed in the vertical columns within the body of the first year questionnaire follows:

The TC Coding Boxes (Transfer College Code) allows for the coding of the name of the college (by FICE code) to which the student transferred. The coding character should be entered sequentially with the first character in the uppermost box.

The TMC Coding Boxes (Transfer Major Code) allows for the coding of the student's major at the transfer college. Eight characters are allowed for entering of HEGIS, USOE, or other coding structures. The coding characters should be entered sequentially with the first character in the uppermost box.

The SIC Coding Boxes (Standard Industrial Classification Code) allows for the coding of the employed student's company or firm's industrial classification.

The employer's Zip Code is machine entered for potential geographic/occupational mobility studies.

The EJT Coding Boxes (Employee's Job Title Code) allows for the coding of the student's job title according to the OES (Occupational Employment Statistics), SOC (Standard Occupational Classification), DOT (Dictionary of Occupational Titles), U.S. Bureau of Census, or other job title structure. The coding characters should be entered sequentially with the first character in the uppermost box.

The SI Coding Boxes (Salary Information) and HR Coding Boxes (Hours Employed) allow for the coding of salary and hours employed information if an interpretation of the student's response is needed.

The SJT Coding Boxes (Supervisor's Job Title Code) allows for the coding of the supervisor's job title according to the OES, SOC, DOT, U.S. Bureau of Census, or other

coding structure. The coding characters should be entered sequentially with the first character in the uppermost box.

Some of the above coding is performed on the third and fifth year questionnaires.

Processing Options

The computer programs which process these questionnaires cause the following categories of data to be output:

* Individual university transfer/academic or vocational/technical program areas (i.e., output for program areas by degree, or portions of degree, is optional). Students specifying "undecided" majors are also included.

* Composites by Group Code (i.e., occupational/technical, university transfer, other, and special vocational code)

* Composites by degree, or portions of degree, by category of completion code

* Composite of all data

* Composites of each of the sex categories

* Composites of each of the ethnic group categories

* Composites of each of the age categories

Composites for "unspecified" data fields in each of the above are produced at the end of each category. Also, sex, ethnic group, and age information is produced for each category.

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analyses. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

For detailed technical information concerning the operation of the MiSIS computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data is not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of terms or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that follow-up process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the graduate surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual **uses** of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and its resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the MiSIS Activities Manual. MiSIS, of course, can be used for fulfilling reporting requirements of the Vocational Education Data System (VEDS). A discussion of the technical procedures, related to the use of MiSIS for VEDS reporting is contained in the VEDS section of this Manual.

MiSIS
Michigan Student Information System

EVALUATION OF GRADUATE-1 SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: **After** completing the above information, please respond to this questionnaire according to your own evaulation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Please rank the ten most useful informational items (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Age data
- ☐ Attendance objective
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Opinion of program completed
- ☐ Opinion of student services utilized
- ☐ Name of transfer college and status
- ☐ Transfer problem areas
- ☐ Transfer credit hours accepted
- ☐ Opinion of academic preparation for transferring.
- ☐ Relation of employment to program completed
- ☐ Job title
- ☐ Usefulness of program to job performance
- ☐ Address of firm by which employed
- ☐ Name of supervisor
- ☐ Salary information
- ☐ Hours per week employment
- ☐ Prior employment information
- ☐ Job availability information
- ☐ Reason(s) for employment not being related to program completed
- ☐ Relation of program to career plans
- ☐ Future course interests
- ☐ Suggestions/comments

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF GRADUATE-3 SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Please rank the ten most useful informational items (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Attendance objective
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Other status information
- ☐ Activities since completing program
- ☐ Name of transfer college and status
- ☐ Highest degree held
- ☐ Grade point average at transfer college
- ☐ Relation of employment to program completed
- ☐ Job title and employer
- ☐ Usefulness of program to job performance
- ☐ Salary information
- ☐ Distance of residence from college
- ☐ Job satisfaction information
- ☐ Relation of program to career plans
- ☐ Reason(s) for employment not being related to program completed
- ☐ Credit hours completed since graduation
- ☐ Suggestions/comments

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF GRADUATE-5 SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Please rank the 10 most useful informational items (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Ethnic data
- ☐ Sex data
- ☐ Attendance objective
- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Other status information
- ☐ Activities since completing program
- ☐ Name of transfer college and status
- ☐ Highest degree held
- ☐ Grade point average at transfer college
- ☐ Relation of employment to program completed
- ☐ Job title and employer
- ☐ Usefulness of program to job performance
- ☐ Salary information
- ☐ Distance of residence from college
- ☐ Job satisfaction information
- ☐ Relation of program to career plans
- ☐ Reason(s) for employment not being related to program completed
- ☐ Credit hours completed since graduation
- ☐ Suggestions and comments

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1	2	3	4	5	6	7	Very Good
	☐	☐	☐	☐	☐	☐	☐	

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

SUBSYSTEM V
EMPLOYER FOLLOW-UP

Population: May include those employers of former students who have responded to a previously conducted follow-up survey.
Instrumentation: (EMP) Employer (MO5-1-A) Tan Sheet

Although the employer follow-up subsystem is the only MiSIS subsystem which does not collect information from former students, it is the subsystem which could have the largest potential impact on a college's operation. From an employer survey, one can gain valuable insight and information relative to the needs of those firms or individuals who may be employing former students. Also, graduate and nonreturning student follow-up data can be substantiated to a certain extent and information regarding the employer's "opinion of the training received by the individual" is valuable information. Information pertaining to additional areas of needed training, sources of hiring, and comparisons of former students with employees "without such college training" is also obtained.

The employer questionnaire can also be utilized to follow-up a population of "employers of those students who indicated that they were employed in a field related to their training." This definition, as outlined by the requirements of the Vocational Educational Data System (VEDS), has been documented by the National Center for Educational Statistics and does not include self-employed persons. It may be prudent to exercise some discriminatory judgment about which employers (of nonreturning students) to survey in this study.

The specific sections which treat the above populations are shown in the MiSIS Activities Manual. As will be noted, these sections are also identified on the questionnaires by the use of "block-type" designations for the question number and/or response item.

Data Collection Procedures

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial first-class mail-out, a postcard reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed envelope should always accompany the instrument.

Although the name and address of the employer (and immediate supervisor) and job title of the student can be extracted from the returned survey instrument, addresses should be "spot-checked" for incomplete information which might prevent the questionnaire from being delivered. As can be noted by reviewing the questionnaire, space has been provided for the entering of the student's name, job title, program major, and employer name. Also, it is usually common to follow up only those employers of former students who are working in an occupation directly related or closely related to their program. It may be prudent to exercise some discriminatory judgment about which employers (of nonreturning students) to survey in this study.

The employer questionnaire has been designed to facilitate a "stick-on" mailing label which can be used as the actual postal address and will show through the window of a regular window envelope. The mailing label on the instrument can also be used for monitoring returns and deletes the requirement for the employer to enter the information. Three mailing labels will be required for some employers who do not respond after the initial mail-out and postcard reminder. A complete list of population names and addresses will be helpful in monitoring returns. When folding the questionnaire, be sure that it is folded in a manner which will allow it to be returned easily in the smaller postage-paid, return envelope. Response rates of employer surveys for occupational/technical graduates have been quite high with response rates in excess of 75% not being uncommon. It is not known what kind of response rates can be expected from employers of "leavers" although it is speculated that the rate of response will be lower than for employers of graduates.

Preparing the Data for Processing

Regardless of the method of processing (manual or machine), careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a respondent completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e., yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by employers must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of questionnaires primarily concerns the completion of the appropriate boxes in the upper right-hand corner of the front of the questionnaire. Ethnic group, sex and age information can be extracted from the student's master file or the returned MiSIS questionnaire. An explanation of the coding of the boxes in this "For College Use Only" section appears below.

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the last month and year of the last semester attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 79, 80, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors, and VC for any specialized vocational codes on which the college wishes an analysis).

The Major Code provides space for entering of the student's major field (or program of study). After information about the student's "major" is obtained, the appropriate major field code should be entered in the code blocks. By combining the appropriate code numbers with the exact nomenclature of the program areas, the data will appear in a much more usable format.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, apprenticeship offerings, etc. The code in this box can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning. If the special code box is used for apprenticeship offerings, an X should be entered.

The EMP (Employment) Code may be utilized to distinguish between those students who were employed in their occupation prior to enrolling in courses at the college and those who were not. This data item can be obtained from the appropriate question on the student survey. For those indicating "no" to this question, a 1 should be marked. For those indicating "yes" to this question, a 2 should be marked.

The Completion Code block may be utilized for the analysis of certain degree offerings (or portions of degree offerings). This information can be combined with the student's major field code if the college so desires. If this combination is desired, the college should provide the central processor with a listing of the appropriate completion codes with their respective major codes. The appropriate alphabetical character according to the table below should be provided on each program area and entered in the completion code box.

A - Associate in Arts
B - Associate in Applied Arts
C - Associate in Arts and Sciences
D - Associate in Applied Arts and Sciences
E - Associate in Business
F - Associate in Applied Engineering
G - Associate in Engineering Science
H - Associate in General Education
I - Associate in Science
J - Associate of Science in Technology
K - Associate in Applied Science
L - Diploma
M - Certificate (One Year)
N - Associate in Fine Arts
O - Certificate (Two Year)
P - Certificate (Less Than One Year)
R - 50% or Less Leaver Status

S - More Than 50% Leaver Status
T - General Academic (Cumulative Credit Hours)
U - Occupational/Technical (Prescribed Courses)
V - Special (To be defined by institution)
Blank - Unknown Leaver/Completion Status

The Course Type Code provides for the designation of a cooperative (COOP) or noncooperative (NON-COOP) student follow-up or program follow-up category.

The Target Population Code provides for the designation of a regular (REG), disadvantaged (DAVT), handicapped (HNCP) or limited English proficiency (LEP) student follow-up or program follow-up category.

The Level Code provides for the designation of Postsecondary, Adult long term (LT), Adult short term (ST), or other (OTH) levels as required by the college for analysis purposes.

An explanation of the coding performed in the identification space on the front of the questionnaire follows:

The EJT Coding Boxes (Employee's Job Title Code) allows for the coding of the student's job title according to the OES (Occupational Employment Statistics), SOC (Standard Occupational Classification), DOT (Dictionary of Occupational Titles), U.S. Bureau of Census, or other job title structure. The coding characters should be entered sequentially with the first characters in the uppermost boxes (left justified).

The SIC Coding Boxes (Standard Industrial Classification Code) allows for the coding of the employed student's company or firm's industrial classification.

Processing Options

The computer program which processes this questionnaire causes the following categories of data to be output:

* Individual university transfer/academic or vocational/technical program areas (i.e. output for program areas by degree, or portions of degree, is optional). Students specifying "undecided" majors are also included.

* Composites by Group Code (i.e. occupational/ techical, university transfer, other, and special vocational code)

* Composites by degree, or portions of degree, by category Completion Code

* Composite of all data

* Composites of each of the sex categories

* Composites of each of the ethnic group categories

* Composites of each of the age categories

Composites for "unspecified" data fields in each of the above are produced at the end of each category. Also, sex, ethnic group, and age information is produced for each category.

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analyses. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

For detailed technical information concerning the operation of the MiSIS computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data are not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaire) has been repeated over a number of terms or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that follow-up process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found a suggested design for securing evaluations of the employer survey. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual uses of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and its resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the MiSIS Activities Manual. MiSIS, of course, can be used for fulfilling reporting requirements of the Vocational Education Data System (VEDS). A discussion of the technical procedures related to the use of MiSIS for VEDS reporting is contained in the VEDS section of this Manual.

MiSIS
Michigan Student Information System

EVALUATION OF EMPLOYER SURVEY
Name_____
Position_____
College/Agency_____
Date_____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and the resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Please rank the 10 most useful informational items (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- [ ] Ethnic data
- [ ] Sex data
- [ ] Age data
- [ ] Job title/status information
- [ ] Employer's relationship with graduate
- [ ] Opinion of training received in personal skill areas
- [ ] Opinion of training received in technical skill areas
- [ ] Overall rating of training received
- [ ] Job availability information
- [ ] Usefulness of program to job performance
- [ ] Opinion of upward mobility capability
- [ ] Source of placement
- [ ] Suggestions and comments
- [ ] Additional areas in which training is needed

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1	2	3	4	5	6	7	Very Good
	☐	☐	☐	☐	☐	☐	☐	

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

SUBSYSTEM VI
CONTINUING EDUCATION FOLLOW-UP

Population: May include students who complete preparatory, supplemental or other continuing education courses.
Instrumentation: (CE-PREP) CE Preparatory (MO-6-1-A) Natural Card (CE-SUPP) CE Supplemental (MO-6-2-A) Yellow Card (CE-OTH) CE Other (MO-6-3-A) Red Card

Although the follow up of continuing education students is not widely conducted, MiSIS provides this subsystem for those who wish to conduct such surveys. The information obtained from this population is valuable and can be utilized to identify the need for additional courses. Also, information pertaining to student's desire to continue to enroll in noncredit and/or semester credit courses is obtained.

Aside from the above, one of the questionnaires (CE-PREP) can be utilized to follow up those who are defined by the Vocational Education Data System (VEDS) as "adult-long term" students. The narrative definition of adult-long term (for VEDS reporting purposes) as documented by the National Center for Educational Statistics (NCES) is shown below:

> "Adult (Long-Term) includes persons who are neither classifiable as 11th or 12th grade nor Postsecondary and who are enrolled in programs of at least 500 contact hours duration leading to new occupational preparation. For adult programs offered at degree granting or similar institutions, where the program length is measured in credit-hours rather than contact hours, 500 contact hours may be interpreted to mean 30 semester credit hours or 45 quarter credit hours . . . .

The CE-PREP questionnaire contains primarily only those questions which are concerned with VEDS reporting.

Data Collection Procedures

All of the questionnaire forms facilitate a mail-out or in-class survey. However, MiSIS's intentions reflect a mail-out of the "PREP" (natural color) questionnaire, the implementation of an in-class or mail-out survey for the "SUPP" (yellow) questionnaire, with the "OTH" (red) questionnaire being implemented in-class. For in-class surveys, the last day of the courses can be used for the survey period.

From a cost-effective standpoint, the higher rate of returns is normally obtained with an initial mail-out, a post-card reminder 6-8 working days later, and a final letter (with another instrument) being sent out 8-10 working days later. Telephone interviews can be conducted to increase return rates. A cover letter on college stationery and a postage-paid, pre-addressed return envelope should always accompany the instrument. Techniques for measuring nonresponse bias can also be integrated into this subsystem.

The VEDS allows for a state sampling procedure if approved. This sampling possibility allows for the dividing of the state into a maximum of 5 groups with follow-up being conducted on a rotation basis (i.e. see VEDS materials for further explanation). If such a sampling plan were approved, VEDS data on this population would be required from institutions only on a periodic basis.

The instruments have been structured to facilitate a "stick-on" mailing label which can be used as the actual postal address, and will show through a regular window envelope. When combined with a cover letter and return envelope, the instruments will remain in place in a regular business envelope. Three mailing labels will be required for some students who do not respond after the intial mail-out and postcard reminder. You will also need a complete list of population names and addresses for recording returns. Also, for proper identification purposes, it is helpful to include a student identification number (such as the social security number) on the questionnaire or mailing label.

Preparing the Data for Processing

Regardless of the method of processing (manual or machine), careful consideration of the data to be introduced for processing must be given. As one could readily imagine, there are a large number of problem areas inherent in the process of a student completing a questionnaire in a manner which will assure valid processing of the data. Each questionnaire should be "proofed" prior to processing in an attempt to provide data which is as "clean" as possible. Problems such as multiple responses to questions (i.e., yes/no type questions), questions not answered, obscure marks, incomplete questionnaires, etc. will normally be encountered. Also, "comments" and "other" statements written by students must be extracted, since computer programs do not normally process "narrative" type data.

The "coding" of the PREP questionnaire primarily concerns the completion of the appropriate boxes on the front side of the instrument. An explanation of the coding of the boxes in this "For College Use Only" section appear below:

The Term Date provides space to enter the last date of enrollment if a college so desires. This can coincide with the last month and year of the last term attended if a college wishes to enter this information on the study's data record. The Mo (month) designation should be entered as appropriate (01-12) with the Yr (year) designation entered as 79, 80, etc.

The Group Code may be utilized if a college wishes its data to be processed according to any of the following categories (O/T for occupational/technical majors, UT for university transfer majors, OTH for other majors, and VC for any specialized vocational codes on which the college wishes an analysis).

The Major Code provides space for entering of the student's major field (or program/course of study.) After information about the student's "major" is obtained, the appropriate major field code should be entered in the code blocks. By combining the appropriate code numbers with the exact nomenclature of the program areas, the data will appear in a much more usable format.

The Special Code designation may be utilized in the manner of a college's choosing. Many colleges use this code to distinguish between different campuses, extension centers, special student groupings, apprenticeship offerings, etc. The code in this box can be alphanumeric (letters or numbers). If this code is used, the person responsible for processing the data should be provided with information regarding the codes and their meaning. If the special code box is used for apprenticeship offerings, an X should be entered.

The Form Code designation allows the use of the CE-PREP card for completer and leaver follow-up at the adult or postsecondary level. If this process is desired, the appropriate codes should be obtained from the individual who will be processing the data.

The Completion Code block may be utilized for the analyses of certain types of offerings (or portions of offerings). This information can be combined with the student's major field code if the college so desires. If this combination is desired, the college should provide the central processor with a listing of the appropriate completion codes with their respective major codes. The appropriate alphabetical character according to the table below should be provided on each program area and entered in the completion code box. Additional Completion Codes are available (see nonreturning student and first year graduate subsystems) if the CE-PREP card is to be used for other populations.

L - Diploma
M - Certificate (One Year)
O - Certificate (Two Year)
P - Certificate (Less Than One Year)
R - 50% or Less Leaver Status
S - More than 50% Leaver Status
T - General Academic (Cumulative Credit Hours)
U - Occupational/Technical (Prescribed Courses)
V - Special (To be defined by institution)
Blank - Unknown Leaver/Completion Status

The Course Type Code provides for the designation of a cooperative (COOP) or noncooperative (NON-COOP) student follow-up or program follow-up category.

The Target Population Code provides for the designation of a regular (REG), disadvantaged (DAVT), handicapped (HNCP) or limited English proficiency (LEP) student follow-up program or program follow-up category.

The Level Code provides for the designation of Post-secondary, Adult long term (LT) Adult short term (ST), or other (OTH) levels as required by the college for analysis purposes.

An explanation of the coding performed in the vertical column on the Adult-PREP questionnaire follows:

The SIC Coding Boxes (Standard Industrial Classification Code) allows for the coding of the employed student's company or firm's industrial classification.

The employer's Zip Code is machine entered for potential geographic/occupational mobility studies.

The EJT Coding Boxes (Employee's Job Title Code) allows for the coding of the student's job title according to the OES (Occupational Employment Statistics), SOC (Standard Occupational Classification), DOT (Dictionary of Occupational Titles), U.S. Bureau of Census, or other job title structure. The coding characters should be entered sequentially with the first character in the uppermost box.

The SI Coding Boxes (Salary Information) and HR Coding Boxes (Hours Employed) allow for the coding of salary and hours employed information if an interpretation of the student's response is needed.

The SJT Coding Boxes (Supervisor's Job Title Code) allows for the coding of the supervisor's job title according to the OES, SOC, DOT, U.S. Bureau of Census, or other coding structure. The coding characters should be entered sequentially with the first character in the uppermost box.

It should also be noted that, on the front of the SUPP (yellow) and OTH (red) questionnaires, space has been provided for the proper designation of the department, course, and section numbers (if applicable) of the adult and continuing education course(s) surveyed. By recording this information in this manner, the data can be analyzed according to these categories. Also, Group Code, Term Code, and Special Code designations, which were discussed previously, are included.

Processing Options

The computer programs which process these questionnaires cause the following categories of data to be output:

*Individual continuing education courses

*Composites by Group Code (i.e., occupational/technical, university transfer, other, and special vocational code as applicable)

*Composites by Completion Code category (as applicable)

*Composites of all data

*Composites of each of the sex categories (as applicable)

*Composites of each of the ethnic group categories (as applicable)

*Composites of the age categories (as applicable)

Composites for "unspecified" data fields in each of the above are produced at the end of each category. Also, sex, ethnic group, and age information is produced on each category for the CE-PREP card.

A special utility of the computer programs allows for the designation of a specific data item (or a series of data items) for further analyses. A full analysis of only those questionnaires which include the chosen response item (or response items) can be produced.

For detailed technical information concerning the operation of the MiSIS computer programs, the MiSIS Data Processing Manual should be consulted.

Report Format and Documentation

Although MiSIS's report formats are functional, they are standardized to a great extent and, therefore, will not appeal to some individuals. The report format and method of reporting follow-up information is one of the most important segments of conducting follow-up surveys. Many significant follow-up studies have been rendered useless (or made little impact) because the survey results were not presented in an easily understandable format. Of course, if the data are not utilized to any great extent, there was no reason for conducting the study initially.

The use of graphs and charts to display the data cannot be overemphasized. MiSIS suggests that the follow-up information of most significance to a local college be extracted from the report data and given special emphasis through charts, graphs, and other means. Considerable success has been experienced when a survey (using the same or similar questionnaires) has been repeated over a number of terms or years. Utilizing this comparative data, an individual can graphically demonstrate trends or develop conclusions which may produce information for predicting future data outcomes. Presentations to college personnel and meetings to discuss the results of the survey can also be used advantageously. In this manner, verbal input can be received for any possible revisions or alterations which should be made before the survey is conducted again.

Documentation of actual uses of data is immensely important. If possible, a section of the report should be devoted solely to the uses of the information.

Evaluation of the Survey

MiSIS suggests that follow-up process evaluation be included as an integral part of the operation of an information system. By receiving input from the potential users of the data, one can make appropriate changes and/or alterations to such items as questionnaire design, formatting of the report, the procedures utilized in conducting the study, the need to clarify, add, or delete certain types of information, and other points of concern. One can also check whether the data is actually being used in a beneficial manner and, if so, the method of usage.

On the following pages can be found suggested designs for securing evaluations of the continuing education surveys. This evaluation form can be sent (along with the follow-up report) to the potential user of the data with a request that it be completed and returned to the individual who will compile the results of the study evaluation. After the forms have been returned, the results should be documented and utilized for conducting future studies of a similar nature.

Documenting Uses of Data

As discussed previously, the documentation of actual uses of the information is immensely important to the operation of MiSIS. Although the survey evaluation instrument should produce some of this information, most of the visibility of the uses will appear through presentations, discussions, and informal dialogue. It should be remembered that many uses of the information come about as a result of suggestions by the individual most knowledgeable about the survey and its resulting data.

MiSIS produces information of the type documented in federal and state legislation. Some of the more pertinent types of federally legislated information requirements can be found in the MiSIS Activities Manual. MiSIS, of course, can be used for fulfilling reporting requirements of the Vocational Education Data System (VEDS). A discussion of the technical procedures related to the use of MiSIS for VEDS reporting is contained in the VEDS section of this Manual.

MiSIS
Michigan Student Information System

EVALUATION OF CONTINUING EDUCATION (PREPARATORY) SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and the resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 10 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

- ☐ Present employment status
- ☐ Present college enrollment status
- ☐ Name of supervisor
- ☐ Relation of employment to course completed
- ☐ Job title
- ☐ Address of firm by which employed
- ☐ Hours per week employment
- ☐ Ethnic data
- ☐ Sex data
- ☐ Age data

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very Good

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF CONTINUING EDUCATION (SUPPLEMENTAL) SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 5 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Course identification

   ☐ Usefulness of course to job performance

   ☐ Plans for enrollment in future

   ☐ Future course interests

   ☐ History of college credit hours completed

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1	2	3	4	5	6	7	Very Good
	☐	☐	☐	☐	☐	☐	☐	

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS
Michigan Student Information System

EVALUATION OF CONTINUING EDUCATION (OTHER) SURVEY
Name _____
Position _____
College/Agency _____
Date _____

Instructions: After completing the above information, please respond to this questionnaire according to your own evaluation of the study and resulting data.

---

1. Please rank the following types of survey information according to their relative usefulness to you in your present position. Place the appropriate rank (1st, 2nd, 3rd, etc.) with 1 = most useful and 5 = least useful, in the blocks provided. As you will note, the below types of information are related to specific questions on the survey instrument.

   ☐ Course identification

   ☐ Opinion of course completed

   ☐ Plans for enrollment in future

   ☐ Future course interests

   ☐ History of college credit hours completed

2. What additional type(s) of information do you feel should have been collected from the survey population?

_____

_____

_____

3. In what way(s) might you be able to utilize this type of data in your area of responsibility?

_____

_____

_____

4. Do you have suggestions for improving the:
   a. Manner in which the report was analyzed?

_____

_____

   b. Procedures for collecting the data?

_____

_____

   c. Questionnaire (wording of questions, format, etc.)?

_____

_____

5. What is your overall rating of the survey in terms of its usefulness in fulfilling <u>your</u> own individual needs for information. Check the appropriate box according to the below scale:

Very poor	1	2	3	4	5	6	7	Very Good
	☐	☐	☐	☐	☐	☐	☐	

Please use the back of this page for any additional comments you wish to make regarding the survey. Thank you for your time. Please return this evaluation form as soon as possible.

MiSIS and the Vocational Education Data System

Although MiSIS is not a reporting system (i.e., participation in MiSIS is totally voluntary), it does comply to a substantial degree with Vocational Education Data System (VEDS) reporting for enrollment and follow-up data. The mechanism for collecting state-wide VEDS information is largely decentralized, with individual colleges conducting local surveys which are processed by computer. At the time of processing, VEDS data is extracted from the questionnaires and non-respondent forms, and analyzed for substantial completion of the program enrollment and termination report, the completer/leaver follow-up report, and the employer follow-up report. According to the National Center for Educational Statistics (NCES) guidelines, VEDS follow-up surveys should be conducted during April of each year.

The collection of VEDS data is based on the concept of collecting information for local use concurrent with collecting data for VEDS reporting. For this reason, the Michigan colleges have the option of choosing the appropriate questionnaires to use based on their own unique needs. With this concept as a possibility, certain data needs at the federal, state and local level may be satisfied at the same time.

MiSIS questionnaires which can be used to comply with VEDS enrollment, reporting, completer/leaver follow-up reporting, and employer follow-up reporting include:

*Student's Educational Intent (Salmon card)
*Nonreturning Student (Pink sheet)
*Occupational/Technical Nonreturning Student (Blue Sheet)
*First Year Graduate (Green sheet)
*Employer (Tan sheet)
*Continuing Education Preparatory (Natural card)

Those questions on the above follow-up questionnaires which are concerned with VEDS reporting are identified by "block type" designations for use in interpretation. MiSIS "Manuals" and Administrative letters are supported by VEDS computer programming for localized analyses and compliance reporting. A specific discussion of each of the above questionnaires as they relate to VEDS reporting is shown on the following pages.

For complete documentation of the VEDS, a notebook of materials is available. This notebook contains definitions, explanations, report formats, procedures, etc., which should be followed in adhering to the requirements of the Vocational Education Data System.

Student's Educational Intent (Salmon Card)

As discussed previously, the SEI card can be utilized to collect and update data for fulfilling (to a substantial degree) the requirements for enrollment and termination reporting for the Vocational Education Data System (VEDS).

The narrative definitions of this enrollment **population** as documented by the National Center for Educational Statistics (NCES) is shown below:

> . . . Enrollment will be counted when a . . . student enrolled in a vocational education program at which time a VOCATIONAL OBJECTIVE can be stated or implied . . . A Vocational Objective is the intended occupational outcome of training and other preparation as stated by the student or implied by the objectives of the instructional program.

The SEI survey is normally a comprehensive survey with the data being analyzed for vocational/technical, university transfer/academic, and other populations of the community college. The primary intent of the SEI card is the collection of data for local utilization--although certain reporting requirements can be fulfilled at the same time.

The SEI card (being of small size) can be interfaced with many institutions' registration system. If the SEI card is to be used for enrollment reporting purposes, it is advantageous to the institution to obtain as high a response rate as possible. To adhere to VEDS reporting requirements, the SEI data should present an unduplicated enrollment picture over the period covered by the federal fiscal year. The NCES discussion of this unduplicated count is shown on the following pages:

"Unduplicated count reports an individual in only one program regardless of the number of programs in which he or she was enrolled during the year. Persons who were enrolled in more than one program during the year, or who transferred from one program to another, must be reported once only. If the person was enrolled in MORE THAN ONE VOCATIONAL PROGRAM during the reporting periods, then the individual is recorded once and only once in the program in which he or she was most recently enrolled. If this criterion does not discriminate, then the student is reported in the program in which he/she has the most contact hours. Where the hours of instruction are equal, assign the person to one and only one program."

Program completers are also reported as a part of the VEDS enrollment and termination report and is defined by NCES as follows:

Program Completer refers to a student who finished a planned sequence of courses, services or activities designed to meet a vocational occupational objective that teaches entry level job skills. This person must have met all the requirements of the institution for program completion whether or not he or she graduated from the institution.

For use of the SEI card for VEDS enrollment and termination reporting, the following items should be monitored carefully:

1. The student's name and address should be entered clearly if the college wishes for the MiSIS data processing service center to produce accurate address labels for subsequent mailings of follow-up questionnaires.

2. The student's social security number (or student identification number) should be entered clearly if the college wishes for the MiSIS data processing service center to produce accurate, unduplicated enrollment and termination figures (and identification of the population to be followed-up).

3. The questionnaires should be monitored carefully to find inaccurate, confusing or incomplete response items. Corrections should be made if feasible or a decision should be made relative to the usability of the questionnaire for VEDS key entry purposes.

4. The occupational major field code should be entered in the space at the bottom of the card in the "For College Use Only" section.

5. The term date (the month and year of the period for which the student is enrolled) should be entered in the appropriate space at the bottom of the SEI card if the college wishes for the MiSIS data processing service center to produce "leaver" or termination information.

6. The special code box should be used to designate "mainstream" or "separate" offerings for handicapped enrollments. A Y should be entered for mainstream enrollments and a Z for separate enrollments.

Nonreturning Student (Pink Sheet) or Occupational/Technical Nonreturning Student (Blue Sheet)

For use of the MiSIS nonreturning student questionnaires for VEDS "Leaver" reporting, the following items should be monitored carefully:

1. The occupational major field code should be entered in the appropriate space in the "For College Use Only" section.

2. Completion Code information should be entered according to the appropriate completion code (see subsystem contents).

3. Target Population Code information should be designated according to:

   REG - Regular
   DAVT - Disadvantaged
   HNCP - Handicapped
   LEP - Limited English Proficiency

4. Level code information should be designated according to:

   *Postsecondary
   or
   *Adult - LT (long term - programs at least 500 contact hours duration)

5. The EJT coding boxes should be completed according to the former student's job title as entered by the student. Although the VEDS reports require two digit SOC (Standard Occupational Classification) output, this information can be crosswalked from OES, DOT or Census job titles.

6. Since salary data (hourly wage) is computed for VEDS reporting, the salary items and hours per week items should be monitored carefully. Space has been provided in the shaded column for any necessary clarifications.

7. Items for VEDS reporting are identified on the questionnaires in a "block type" style numeration. These questions should be monitored carefully to find inaccurate, confusing or incomplete response

items. Corrections should be made if feasible or a decision should be made relative to the usability of the questionnaire for VEDS key entry purposes.

8. A VEDS employer follow-up is required of those "leavers" who are employed in a field related to their training. For this reason, the supervisor's name and firm's address can be accessed for the employer mail-out. Although the VEDS requires a total mail-out of employers of former students employed in the field for which trained, it may be prudent (from a postsecondary education standpoint) to exercise some discretion in this matter.

First Year Graduate (Green Sheet)

The MiSIS first year graduate questionnaire can be used to collect information from a population the VEDS designates as "completers" as defined below:

> Program Completer refers to a student who finished a planned sequence of courses, services or activities designed to meet a vocational occupational objective that teaches entry level job skills. This person must have met all the requirements of the institution for program completion whether or not he or she graduated from the institution.

For use of the MiSIS first year graduate questionnaire for VEDS "completer" reporting, the following items should be monitored carefully:

1. The occupational major field code should be entered in the appropriate space in the "For College Use Only" section.

2. Completion Code information should be entered as shown below:

   A - Associate in Arts
   B - Associate in Applied Arts
   C - Associate in Arts and Sciences
   D - Associate in Applied Arts and Sciences
   E - Associate in Business
   F - Associate in Applied Engineering
   G - Associate in Engineering Science
   H - Associate in General Education
   I - Associate in Science
   J - Associate of Science in Technology
   K - Associate in Applied Science
   L - Diploma
   M - Certificate (One Year)
   N - Associate in Fine Arts
   O - Certificate (Two Year)
   P - Certificate (Less Than One Year)

3. Target Population Code information should be designated according to:

   REG - Regular
   DAVT - Disadvantaged
   HNCP - Handicapped
   LEP - Limited English Proficiency

4. Level code information should be designated according to:

   *Postsecondary
   or
   *Adult - LT (long term - programs at least 500 contact hours in duration)

5. The EJT Coding boxes should be completed according to the former student's job title as entered by the student. Although the VEDS reports require two digit SOC (Standard Occupational Classification) output, the information can be crosswalked from OES, DOT or Census job titles.

6. Since salary data (hourly wage) is computed for VEDS reporting, the salary items and hours per week items should be monitored carefully. Space has been provided in the shaded column for any necessary clarifications.

7. Items for VEDS reporting are identified on the questionnaires in a "block type" style numeration. These questions should be monitored carefully to find inaccurate, confusing or incomplete response items. Corrections should be made if feasible or a decision should be made relative to the usability of the questionnaire for VEDS key entry purposes.

8. A VEDS employer follow-up is required of those "completers" who are employed in a field related to their training. For this reason, the supervisor's name and firm's address can be accessed for the employer mailout.

Continuing Education-Preparatory (Natural Card)

The Continuing Education-Preparatory questionnaire can be used to collect information from a population the VEDS designates as "adult-long term" as defined below:

> Adult (Long-Term) includes persons who are neither classifiable as 11th and 12th grade nor Postsecondary and who are enrolled in programs of AT LEAST 500 CONTACT HOURS duration leading to new occupational preparation. For adult programs offered at degree-granting or similar institutions, where the program

length is measured in credit hours rather than contact hours, 500 contact hours may be interpreted to mean 30 semester credit hours or 45 quarter credit hours . . . . .

For use of the MiSIS continuing education-preparatory card for VEDS "adult-long term" follow-up reporting, the following items should be monitored carefully:

1. The occupational major field code should be entered in the appropriate space in the "For College Use Only" section.

2. Completion code information should be entered as shown below:

   L-Diploma
   M-Certificate (One Year)
   P-Certificate (Less than One Year)
   R-50% or Less Leaver Status
   S-More than 50% Leaver Status
   Blank-Unknown Leaver/Completion Status

3. Target Population Code information should be designated according to:

   REG-Regular
   DAVT-Disadvantaged
   HNCP-Handicapped
   LEP-Limited English Proficiency

4. The Adult-LT (long term) box should be marked in the Level Code area of the "For College Use Only" section.

5. The EJT Coding boxes should be completed according to the former student's job title as entered by the student. Although the VEDS reports require two digit SOC (Standard Occupational Classification) output, the information can be crosswalked from OES, DOT or Census job titles.

6. Since salary data (hourly wage) is computed for VEDS reporting, the salary items and hours per week items should be monitored carefully. Space has been provided in the shaded column for any necessary clarifications.

7. All of the items for the VEDS reporting should be monitored carefully to find inaccurate, confusing, or incomplete response items. Corrections should be made if feasible or a decision should be made relative to the usability of the questionnaire for VEDS key entry purposes.

8. A VEDS employer follow-up is required of those students who are employed in a field related to their training. For this reason, the supervisor's name and firm's address can be accessed for the employer mail-out. Although the VEDS requires a total mail-out of employers of former students employed in the field for which trained, it may be prudent (from a post-secondary education standpoint) to exercise some discretion in this matter.

EMPLOYER (Tan Sheet)

The MiSIS employer questionnaire can be used to collect information from employers of former students relative to the degree to which program completers and leavers "are considered by their employers to be well-trained and prepared for employment."

For use of the MiSIS employer questionnaire for VEDS "employer rating" reporting, the following items should be monitored carefully:

1. The occupational major field code should be entered in the appropriate space in the "For College Use Only" Section.

2. Completion Code information should be entered as shown below:

   A - Associate in Arts
   B - Associate in Applied Arts
   C - Associate in Arts and Sciences
   D - Associate in Applied Arts and Sciences
   E - Associate in Business
   F - Associate in Applied Engineering
   G - Associate in Engineering Science
   H - Associate in General Education
   I - Associate in Science
   J - Associate of Science in Technology
   K - Associate in Applied Science
   L - Diploma
   M - Certificate (One Year)
   N - Associate in Fine Arts
   O - Certificate (Two Year)
   P - Certificate (Less Than One Year)
   R - 50% or Less Leaver Status
   S - More than 50% Leaver Status
   Blank - Unknown Leaver/Completion Status

3. Sex and Ethnic Group designations should be recorded on the employer questionnaire.

4. Level code information should be designated according to:

   * Postsecondary

     or

   * Adult-LT (long term--programs at least 500 contact hours duration)

5. Items for VEDS reporting are identified on the questionnaire in a "block-type" style numeration. These questions and response items should be monitored carefully to find inaccurate, confusing, or incomplete response items. Corrections should be made relative to the usability of the questionnaire for VEDS key entry purposes.

VEDS Nonrespondent Data

In addition to tabulating and analyzing the response of students according to VEDS reporting categories, some data on students who do not respond to the MiSIS questionnaries must be recorded. The following conditions apply when recording nonrespondent data for VEDS reporting.

1. The VEDS has no provision for reporting of nonrespondent enrollment and termination data.

2. For the follow-up report, VEDS data on completers is reported by level by individual program.

3. For the follow-up report, VEDS data on leavers is reported by level by individual program.

4. For the follow-up report, VEDS data is reported by ethnic group and sex designation.

5. For the follow-up report, VEDS data is reported by Special Needs category (Handicapped, Limited English Proficiency, and Disadvantaged) but not categorized by program.

6. Nonrespondent employer data is not required.

MiSIS IMPLEMENTATION AND CYCLING

In order for MiSIS to operate at its maximum potential, a central coordination effort is necessary to plan and emphasize certain system activities (both State and local) which may be desired. In this way, the efforts of a large number of individuals can be used toward the common goal of supplying student informational data to decision-makers. Local administrative support is vital to the success of MiSIS at the local and State level. If assurance is not obtained that both verbal and financial support is forthcoming, it will be difficult to operate at a meaningful level of effectiveness. Also, if interest in securing student and employer information is lacking, there is little assurance that the information produced will be utilized to any great extent. It goes without saying that there is little purpose in collecting and reporting information that is not utilized. However, in most cases, the "selling" of desired MiSIS subsystems to certain college personnel will not be a difficult task. The expression of the "need for student information" far outweighs the lack of interest on the part of Michigan community college educators. However, most individuals are justifiably concerned about the staffing and financial resources which may be required. For this reason, MiSIS allows the college the option of choosing its own level of interest by deciding upon what subsystems will be implemented. In this way, a college may "tailor" MiSIS to fit its own needs and financial resources.

Some colleges have used local committees to assist the person responsible for MiSIS data in the decision to participate and in choosing the level of involvement. Regardless of how the decision is made, careful thought should be given to the specific data needs of the college. MiSIS recommends the active involvement of as many people as possible to more accurately predict this need. After the need is tentatively identified, priorities can be set according to the staffing and financial resources. If, after this process, the college desires to use any of MiSIS's questionnaires, the system can be implemented by utilizing the Manuals. However, if MiSIS's questionnaires are not sufficient to fulfill the basic needs of the college, a new questionnaire should be designed, reviewed and tested by the college. MiSIS promotes the concept of an institution designing its own questionnaire for data collection purposes.

After the data needs and questionnaires are decided upon, MiSIS recommends the adoption of a cycling procedure which will allow the college to develop comparative data over a large number of years in a cost-effective manner. Of course, there are many configurations of cycling procedures. The college should decide upon the most appropriate cycling procedure based on its own unique needs, interest, and resources.

A statewide cycling procedure recommended by the Michigan Community College Occupational Education Evaluation system for the three year span from 1979-1982 is shown below:

Colleges	Year		
	1979-1980	1980-1981	1981-1982
Group I (10 Colleges)	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Trade and Industrial Programs Follow-up for Trade and Industrial Programs	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Office and Distributive Education Follow-up for Office and Distributive Education	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Health Programs Follow-up for Health Programs
Group II (10 Colleges)	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Office and Distributive Education Follow-up for Office and Distributive Education	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Health Programs Follow-up for Health Programs	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Trade and Industrial Programs Follow-up of Trade and Industrial Programs

Colleges	Year		
	1979-1980	1980-1981	1981-1982
Group III (9 Colleges)	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Health Programs Follow-up for Health Programs	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Trade and Industrial Programs Follow-up of Trade and Industrial Programs	Teacher Staff Report Enrollment and Termination Report Expenditure Report Program Evaluation of Office and Distributive Education Follow-up of Office and Distributive Education

By cycling at the local level, a college will be able to utilize all of the MiSIS questionnaires over a period of time. If common questionnaires are used for each type of study, and several studies are conducted over a period of time, meaningful comparative data can be generated to accurately describe any student informational trends which may be evident. Trend data, of course, is very valuable information for use in planning and predicting college needs and activities. By "staggering" studies, staff work load can be reduced substantially.

If the college chooses a particular area of emphasis (such as student's educational intent data, college withdrawal data, nonreturning student data, etc.) the frequency of this type of study may be increased. Of course, the different semesters (fall, spring, summer quarter) can also be used to schedule certain follow-up activities for comparison purposes.

Since statewide services to MiSIS is expected to be supplied, many activities which would normally have to be locally initiated have the potential of being centralized to a certain extent. The two areas most often mentioned as exhibiting "centralization" capabilities are the printing of the questionnaires and processing of the data. MiSIS

provides the necessary tools for a college to do its own printing and processing if it so desires. However, it may be possible to reduce costs (because of volume and personnel requirements) by centralizing and/or providing these services on a regional or statewide basis.

The VEDS permits a form of sampling (or cycling) in follow-up studies which could be used to reduce staff workload and resource requirement. An explanation of the VEDS sampling concept can be found on the following page.

USE OF SAMPLING IN VEDS FOLLOW-UP

Two forms of sampling will be permitted in the VEDS Follow-Up Component. First, a State may elect to partition its school districts and postsecondary institutions (LEA/PSIs) into a MAXIMUM of five groups of LEA/PSIs. The State may then restrict its follow-up activities to one group of LEA/PSIs per year, rotating to the next group in the next year so that in at most a five-year cycle, each LEA/PSI will have been included in the follow-up activities. THE ADOPTION OF THIS STRATEGY IS SUBJECT TO THE FOLLOWING RESTRICTIONS:

1. Each group of LEA/PSIs must have approximately the same total number of "Part A enrollments," where "Part A enrollments" refer to the enrollments in programs listed in Part A of the Program Enrollment and Termination Report. That is, if the State elects to partition its LEA/PSIs into five groups, then each group shall account for approximately 20 percent of the total "Part A enrollments." If the State elects to partition its LEA/PSIs into four groups, then each group shall account for approximately 25 percent of the total "Part A enrollments," and so on.

2. In so far as possible under the constraint above, each group shall have approximately the same enrollments in each Part A program. It is realized that this is only somewhat possible in light of the first restriction.

3. (IMPORTANT) Before any State can adopt this strategy (which allows for the follow-up of less than the total follow-up universe in each year), that State must submit a technical sampling plan to NCES and receive approval IN WRITING from NCES for that plan. The plan must contain the following:

   (a) A list of the LEA/PSIs in each group
   (b) The total enrollment of each "Part A" program for each group for the most recent year
   (c) Which group(s) is going to be followed up in which year(s)
   (d) A rationale for how the groups were determined
   (e) A discussion of the degree to which each group is representative of the state

4. The intent in permitting the use of sampling is to reduce the cost and effort required to conduct the follow-up activities. The trade-off that NCES expects is that those States adopting a plan which includes less than the total universe each year will devote extra attention to obtaining quality data with acceptably high response rates. Therefore, if a State adopting a sampling approach does not maintain an acceptably high completer/leaver response rate, NCES may require that that State follow up a larger number of completers/leavers in subsequent years. That is, the State may be required to reduce the number of groups, thereby increasing the size of each group.

The second form of sampling occurs with respect to those leavers who completed at most half (50 percent) of the program. Specifically, WITHIN THE GROUP OF LEA/PSIs THAT IS TO BE FOLLOWED UP IN THE CURRENT YEAR, the following completers and leavers must be followed up:

1. ALL completers

2. ALL leavers who completed MORE THAN 50 percent of the program

3. TEN PERCENT (one in ten) of the leavers who completed AT MOST 50 percent of the program. The leavers in this category who become a part of the 10-percent sample shall be selected in a statistically acceptable manner (e.g., strictly random, every tenth individual, leavers with Social Security Account numbers ending in a certain digit, etc.). (NOTE: In States with very large numbers of enrollments, less than 10 percent follow-up of this category MAY be approved by NCES.)

Transmittal and Release of Data

Since involvement in MiSIS is totally voluntary, the confidential handling of data is crucial. The ownership of MiSIS data rests solely with the institution conducting the study; however, because the data can be centrally processed and there is a need to share and generate comparable information, specific procedures have been developed for the transmittal and release of data.

The documents on the following pages represent a part of the transmittal/release process. Each of these documents is discussed below.

MiSIS Data Transmittal Sheet - This form should be completed and mailed with each survey which is centrally processed. The form can be used to monitor survey flow, define the population surveyed, compute statewide response rates, and collect information about the manner in which surveys are conducted.

MiSIS Data Release Form - This form should be completed and returned to the central processor after the printouts are returned to the college. This form should dictate whether the data can be released at any time or aggregated with other data to produce regional or state composites.

MiSIS Data Release Procedures - The MiSIS Data Release Procedures outline the policy for the handling of MiSIS data. Changes and/or alterations to the procedures should be made only by the MiSIS Users Committee.

MiSIS
DATA TRANSMITTAL SHEET

THIS FORM MUST BE ENCLOSED WITH YOUR QUESTIONNAIRES TO BE PROCESSED

College Name _____

Questionnaire Utilized _____

POPULATION SURVEYED

Population Defined:

Number in initial population _____

Number of responses _____

Number to be processed _____

SURVEY METHOD

Survey Procedure(s) Utilized:

_____ _____
Signature Title

_____
Date

MiSIS
DATA TRANSMITTAL SHEET

THIS FORM MUST BE ENCLOSED WITH YOUR QUESTIONNAIRES TO BE PROCESSED

College Name _____

Questionnaire Utilized _____

POPULATION SURVEYED

Population Defined:

Number in initial population _____

Number of responses _____

Number to be processed _____

SURVEY METHOD

Survey Procedure(s) Utilized:

_____ _____
Signature Title

_____
Date

MiSIS
Data Release Form

Data produced as a part of MiSIS is treated in a confidential manner. The ownership of this information rests solely with the institution conducting the study. However, for the purpose of sharing, or for further analysis of the data produced, the completion of the following form is requested.

Date _____

College Name _____

Survey Conducted _____

Survey Date _____

Report Number _____

PLEASE RESPOND BELOW AS APPROPRIATE

☐ The data may be released without restriction

☐ The data may not be released

☐ The data may be released under the following conditions:

_____

_____

_____

☐ Other (Describe) _____

_____

Signature _____

Position _____ Date _____

MiSIS/August 1979

MiSIS
DATA RELEASE PROCEDURES

Since MiSIS is an information system operated primarily for local use by the Michigan Community Colleges, there is a need for sensitivity to the requirements for a degree of control of the data which is produced by the local college surveys. Some of the purposes of this sensitivity result from:

1. The need for the data to be used in a manner which will enhance the educational delivery system in Michigan.

2. The need to prevent exploitation of the data

3. The need to assure that valid and correct information is available to those individuals who can use the data.

4. The need to assure that the information is not incorrectly used by those individuals who may not have knowledge about the manner in which the information was generated.

For these reasons, the below procedures have been developed. These procedures become effective when approved by the MiSIS User's Committee and other individuals as required.

LOCAL INSTITUTIONAL DATA

Local institutional data may be defined as that data which is applicable to and identifiable with a local institution. Guidelines for the treatment of local institutional data are:

1. Each institution shall possess total control over the release of its data.

2. Each institution may establish appropriate procedures to determine the release of its data.

3. Local institutional data may <u>not</u> be released without the expressed permission of that college's chief executive officer or officially designated representative.

4. Any request for an institution's data should be addressed to the college's chief executive officer or officially designated representative.

5. An individual college may issue approval to the central processor for release of local institutional data from the offices of the central processor after the central processor has received specific instructions pertaining to what data is to be released and to whom it shall be released.

STATE COMPOSITE DATA

State composite data may be defined as that which may be applicable to and identifiable with the State as a whole. Guidelines for the treatment of State composite data are:

1. State composite data can be aggregated from the respective institutional data provided that at least a significant percentage of the Michigan Community Colleges are represented in a specific survey within a consistent period. All of the involved institutions must agree that their data may be aggregated and indicate that the data was drawn from a sample (or population) using selection methods and definitions that are reasonably consistent among the institutions.

2. After the above minimum are met, there may be biases or inconsistencies in the data that would render "statewide composites" meaningless. In such a case, the generation of such a report should be delayed until the data base is deemed valid.

3. The central processor can be provided with the authority to release the data for State composites by the signed agreement which accompanies each MiSIS survey. No state composite report that is released should reflect data that could be used to identify an individual student or college. Should there be a question about whether an individual college or student is identifiable, the individual college shall be notified in detail as to what the data reflects and as to how the data is to be used. The data shall then be released only after expressed approval from the individual college's chief executive officer or officially designated representative.

Changes or alterations to the above procedures should be made only by the MiSIS Users Committee.

ERIC Clearinghouse for Junior Colleges
OCT 21 1983